



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 490 H1 F

International Strategy

Fall 2018

Course Meets: Fridays/11:00am – 1:00pm/WO 30

Instructor: Terry Amburgey. RT 7001
E-Mail: amburgey@rotman.utoronto.ca
Webpage: <http://portal.utoronto.ca>
Phone: 416-978-4063
Office Hours: Thursdays, 11:00am – 4:00 pm, RT 7001

Course Scope and Mission

The objectives of this course are (1) to introduce you to the core ideas and concepts used in the area of International Management, and (2) make you comfortable using different models when analyzing managerial decisions. You have reached a good understanding of the topic when you recognize when a particular model is useful, what its limitations are and how you can improve on models and/or create new ones.

Course Learning Outcomes

- Ability to use and explain national differences in political economy.
- Ability to use and explain the role of cultural variations.
- Ability to use and explain ethical issues in international business.
- Ability to match different international strategies with market circumstances.
- Ability to match organizational structures with international strategies.
- Ability to use and explain the costs and benefits of different entry strategies.
- Ability use and explain the use of different types of strategic alliances

Course Prerequisites

Prerequisite: [RSM392H1](#)

Required Readings

All students are encouraged to have access to the readings & case packet used in the class. The packet is in the form of an ebook titled International Strategy available online from <https://create.mheducation.com/shop/>. ISBN: 9781307315448 I'm listed as the author. The default country for the page is the USA, be sure to change to Canada. There are supplemental readings listed in the weekly schedule available for free through the library. Similarly, there are 2 cases in an ebook titled International Strategy - Cases. Available online from <https://create.mheducation.com/shop/>. ISBN: 9781307315455.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials. There are two different evaluation models available in the class. One assumes that you purchase the digital course materials [etext and ecases]. The other does not.

Option one: cases, group paper, learning journal.

<u>Work</u>	<u>Weight</u>	<u>Due Date</u>
Case Write Up: NCsoft	25%	Oct 12
Case Write Up: Eli Lilly	25%	Nov 30
Group Project	40%	Nov 30
Learning Journal	10%	Nov 23

Option two: take home exam, group project, and learning journal.

<u>Work</u>	<u>Weight</u>	<u>Due Date</u>
24 hour take-home exam	50%	Nov 16
Group Project	40%	Nov 30
Learning Journal	10%	Nov 23

Points	Grade
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

COURSE FORMAT AND EXPECTATIONS

Evaluation Criteria and Grading. Grades for your team's project reports and individual case analyses/take-home exams will be determined using the four criteria listed below in order of importance:

1. Integration with appropriate conceptual models (explicit links to course concepts and models)
2. Quality of presentation (organization of argument, presentation style, creativity in content/format) implementation. Please note that clear, concise, and correct writing will be considered in the evaluation of the case analyses. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors.
3. Quality of analyses (rigor, originality, and brilliance of your ideas)

4. Completeness of the proposed recommendations and/or steps for implementation.

For Written Assignments:

Please note that clear, concise, and correct writing will be considered in the evaluation of the case analyses, group project, and take-home exam. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Integrative Cases

There are two cases included in the course, One about NCsoft and one about Eli Lilly. *These cases are used by me to evaluate your grasp of course material and that is my primary focus when marking the write-ups.* Each student will write a case analysis based on the material in the case *at the time the case was written.* There is no prescribed format. However, if you are in doubt I suggest the following format for the paper:
Executive summary – one page describing the content and structure of the write-up
Case overview – one to two pages on the general issues raised by the case.
Case questions – eight to ten pages responding to issues raised in the case.
Case summary – one to two pages summarizing your analysis of the issues involved in the case. I suggest 10-15 pages, double-spaced, 11 or 12 pt. font. Overall, 4,000 to 6,000 words of content is appropriate. Please submit your analyses as Microsoft Word documents. Please use Quercus if possible.

Learning Journal

Each student is required to prepare a learning journal over the course of the term. A learning journal is a collection of notes, observations, thoughts and other relevant materials built-up over a period of time and maybe a result of a period of study, learning and/or working experience. Its purpose is to enhance your learning through the process of writing and thinking about your learning experiences. A learning journal should focus on your personal responses, reactions and reflections to new ideas or new ways of thinking about a subject that you have been introduced to through reading the course material, discussion during class, and workplace experiences. There is no prescribed format. However if you are in doubt I suggest the following format for the paper:
Executive summary – one page describing the content and structure of the write-up
Initial thoughts and questions – one to two pages on your initial thoughts about the class, your goals in taking the class, and any initial questions you have about the class.
Weekly sessions – six to eight pages describing your thoughts about assigned readings and class discussions.
Journal summary – one to two pages summarizing your experiences in the class, the degree to which your goals for the class were or were not met. I suggest 8-10 pages, double-spaced, 11 or 12 pt. font. Overall, 4,000 words of content is appropriate.

For Group Work:

The group project requires students to work in teams of 4-6.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach’s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Team Project

The class will self-organize into work groups. I recommend 4 to 6 students per group. Each group will choose a company based on student interest and write a position paper evaluating the company’s international strategy *as of the time the evaluation is made* (i.e. 2018). *These projects are used by me to evaluate your grasp of course material and that is my primary focus when marking the write-ups.* I suggest 20 – 30 pages, double-spaced, 11 or 12 pt. font not including exhibits or appendices. Overall, 6,500 to 10,000 words of content is appropriate. Please submit your coursework as a Microsoft Word document. Please use Quercus if possible.

Take-home Exam.

Students choosing option two will substitute an over night take-home exam. The exam will be a short essay format covering 10 questions. The nature of the questions is derived from the weekly topics covered in class. The questions will be handed out at the

end of class, the answers are due within 24 hours. Please submit your answers as a Microsoft Word document. Please use Quercus if possible.

Electronic Course Materials (Evaluation Option One)

This course will be using the following electronic course materials:

International Strategy ISBN 13: 9781307315448 ISBN 10: 1307315445 \$74.96

International Strategy – Cases ISBN 13: 9781307315455 ISBN 10: 1307315453 \$10.28

These materials will cost a total of \$85.24. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Weekly Schedule

Session	Date	Topic	Readings
1	Sep 7	Introduction; Globalization	Reading 1, reading packet. Barney, Jay. 1991. "Firm Resources and Sustained Competitive Advantage". <i>Journal of Management</i> . 17: 99-120. University of Toronto Library, eJournals.
2	Sep 14	National Differences in Political Economy	Reading 2, reading packet. Rizopoulos, Yorgos A., and Dimitrios E. Sergakis. 2010. "MNEs and Policy Networks: Institutional Embeddedness and Strategic Choice." <i>Journal of World Business</i> . 45: 250-256. University of Toronto Library, eJournals.
3	Sep 21	Political Economy and Economic Development	
4	Sep 28	Differences in Culture	Reading 3, reading packet. Taras, Vas, Piers Steel, and Bradley I. Kirkman. 2012. "Improving National Culture Indices Using a Longitudinal Meta-Analysis of Hofstede's Dimensions." <i>Journal of World Business</i> . 47: 329-341. University of Toronto Library, eJournals.
5	Oct 5	Case 1 review	NCsoft Corporation
6	Oct 12	Ethics in International Business NCsoft case due	Reading 4, reading packet. Judge, William Q., D. Bryan McNatt, and Weichu Xu. 2011. "The Antecedents and Effects of National Corruption: A Meta-analysis." <i>Journal of World Business</i> . 46: 93-103. University of Toronto Library, eJournals.
7	Oct 19	The Strategy of International Business	Reading 5, reading packet
8	Oct 26	The Organization of International Business	Reading 6, reading packet. Egelhoff, William G. 2010. "How the Parent Headquarters Adds Value to an MNC". <i>Management International Review</i> . 50: 413-431. University of Toronto Library, eJournals.
9	Nov 2	Entry Strategy and Strategic Alliances	Reading 7, reading packet. Sirman, David G., and Peter J. Lane. 2004. "A Model of Cultural Differences and International Alliance Performance." <i>Journal of International Business Studies</i> . 35: 306-319. University of Toronto Library, eJournals.

10	Nov 16	Global Production, Outsourcing, and Logistics. Take-home due	Reading 10, reading packet
11	Nov 23	Case 2 review. Learning Journal due	Innovation without walls: Alliance management at Eli Lilly and company
12	Nov 30	Global Marketing, R&D, and HRM Eli Lilly, Group project due	Readings 8 and 9, reading packet

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **2 business days** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician. The student's marks will be handled by a re-weighting of another deliverable/text/exam (note that no single essay, test, examination, etc., can have a value of more than 80% of the grade).

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 1 point per day if the assignment is not received on the specified date, at the specified time. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.studentlife.utoronto.ca/as>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission is granted (via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.